

Journeys First Grade-Unit 2 Performance Task

Unit Topic : Sharing Time

We all have something to share.

Length: Five-Six Weeks

Lessons 7,8,9

Common Core Learning Standards:

RI.1.1 Ask and answer questions about key details in a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade .

Writing Standards

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Listening & Speaking Standards

SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).**
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.**
- c. Ask questions to clear up any confusion about the topics and texts under discussion.**
- d. Seek to understand and communicate with individuals from different cultural backgrounds.**

Language Standards

L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Big Idea:

- We all have something to share.

EQ:

- How do animals communicate?
- Why is the order of story events important?
- How do words and pictures help tell a story?

Skills:

- Details
- Text and Graphic Features
- Research Skills
- Computer Basics

Sequence of Events

Choose Relevant Sources,
Gathering evidence

Genres:

- Informational Text
- Realistic Fiction
- Biography

Vocabulary/Key Terms: R7

- Lesson 7: shaped, branches, pond, beaks, deepest, break, hang, winding
- Lesson 8: her, now, our, she, today, would
- Lesson 9: after, draw, pictures, read, was, write

Weekly and Benchmark Assessments:

- Journeys Weekly and Benchmark Assessments to assess the learning of new skills taught.

Formative Assessments:

- Teacher made assessment to determine students knowledge of skill being taught before lessons.

Scaffolded Support:

- **Leveled Readers**-are sheltered text that connects to the main selection's topic, vocabulary, skill and strategy.
- **Vocabulary in Context Cards** - Provide Visual support and additional practice for Target vocabulary.
- **ELL**-There are notes throughout the TE that scaffold instruction for each language proficiency.

Resources:

Suggested Readings (* Denotes book/story/article used in the unit)

- *How animals communicate* by William Munoz
- *A Musical Day* by Jerdine Nolen
- *Dr. Seuss* by Helen Lester

Journey Resources

- **Study Skills**- pg R2-R3
- **Rubrics**-pg. R10-11

Field Trip:

*** Note:** Please add any resources not included.

Performance Task:

In this unit we have explored through the readings various forms of communication of both animals and humans. Using the text *How Animals Communicate*, write:

1. An explanatory paragraph that describes the way that one of the animals you learned about communicates.
2. Include facts and details about what you learned from the text.
3. Draw pictures that match your ideas
4. Teach the reader about how animal communicate.

*** Note:** All students will present their projects either independently or within a group. Be sure to review and include a rubric for speaking and listening

First Grade-Unit 2 Sharing Time We all have something to sharew		Target Skill: Details Target Strategy: Predict Words to Know: animal, of, how, make, some, why				
Lesson 7-Week 1 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	TE-xvi-xvii-Launch the Unit Opening Routines-T106 Daily High-Frequency Words & Daily Vocabulary Boost TE pg. 107 -- Words to Know: TE pgs. 110-111 Prac. Book-p.83 Decodeable Reader-T 115 Preview & Responding Sections. Pre-Assessment 1-Weekly Test Lesson 6	Vocabulary Review Opening Routines: T118 Daily High-Frequency Words & Daily Vocabulary Boost TE pg. 119 Read Aloud/Listening Comprehension: "Prairie Dogs" TE: pgs. 108-09 Projectable 6.1	Daily Vocab Boost-T119 Decodeable Reader: T121- Preview & Responding Develop Background: T122-23	Vocabulary Review Introduce Comprehension TE: pgs. 124-25 Proj. 7.2 T-Map *Leveled Prac-Grab & Go **See Skill Trace	Introduce the Main Selection T126-131 "How Animals communicate" e-Blackline Master 7.3a/7.3b/7.3 c/ Your Turn-T135	* Have students complete a weekly-to-do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection
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First Grade-Unit 2 Sharing Time We all have something to share.		Target Skill: Sequence of Events Target Strategy: Analyze/Evaluate Words to Know: her, she, now, today, our, world				
Lesson 7-Week 2 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	Opening Routines-T138 Daily High-Frequency Words & Daily Vocabulary Boost TE pg. 139 <u>Pre-Assessment 1-Weekly Test Lesson 6</u> <u>CC Standards:</u> O.R: RF.3.3c Vocab: L.3.4a, L.3.5b, L.3.6	Decodable Reader-T 143 Preview & Responding Sections. Deepen Comprehension Proj. 7.7 Prac. Book-p.90 <u>CC Standards:</u> R.A: RF.3.4b, SL.3.1c Vocab: L.3.4a, L.3.5b, L.3.6	Opening Routines- T148 Daily High-Frequency Words & Daily Vocabulary Boost TE pg. 149 Decodable Reader: T1512- Preview & Responding <u>CC Standards:</u> D.B: L.3.5b, L3.6 Vocab: L.3.4a, L.3.5b, L.3.6	Vocabulary Strategies: T154-55 Proj. 7.10 Daily High- Frequency Words & Daily Vocabulary Boost TE pg. 159 <u>CC Standards:</u> R.L. 3.1 Vocab: L.3.4a, L.3.5b, L.3.6	Connect and Extend –T 164- 65 <u>CC Standards:</u> Read: R.L.3.1, RL.3.4, RL.3.7,RL.3.10, RF.3.3c, SL.3.1a, L.3.3a	* Have students complete a weekly-to-do list. Keep it posted in the room. * Have students fill out Reading Log. * Teacher Reflection

First Grade-Unit 2 Sharing Time We all have something to share.					
Target Skill: Sequence of Events Target Strategy: Analyze/Evaluate Target vocabulary: her, she, now, today, our, world					
Lesson 8-Week 1 Reading	Monday	Tuesday	Wednesday	Thursday	Friday
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	Opening Routines- T200 Daily High Frequency Words Daily Vocabulary Boos- T201 Words to Know- T204-05 CC Standards: O.R: RF.3.3c, L.3.5b Vocab: L.3.4a, L.3.5b, L.3.6	Read Aloud/Listening Comprehension: "The Neighbors" TE: pgs. 202-03 Decodeable Readers: Preview & Responding-T209 CC Standards: SL.3.1a	Opening Routine- T212 Daily High Frequency Words Daily Vocabulary Boost: T213 Decodeable Readers: Preview & Responding-T215 Develop Background: t216- 17 CC Standards: O.R: RF.3.3c Vocab: L.3.4a, L.3.5b, L.3.6	Introduce Comprehension: T218-19 Proj. 8.2 Selection: "A Musical Day" T220- Proj. 8.3a/8.3b/8.3c CC Standards: O.R: RF.3.3c C&E: S.L.3.1a, SL.3.5 Vocab: L.3.4a, L.3.5b, L.3.6	Your Turn CC Standards: C&E: S.L.3.1a, SL.3.5 * Have students complete a weekly- to-do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection * Listening Log

First Grade-Unit 2		Target Skill: Sequence of Events				
Sharing Time		Target Strategy: Analyze/Evaluate				
We all have something to share.		Words to Know: her, she, now, today, our, world				
Lesson 8-Week 2	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	<p>Opening Routines-T232</p> <p>Daily High-Frequency Words &</p> <p>Daily Vocabulary Boost</p> <p>TE pg. 233</p> <p>--</p> <p>Decodable Reader-T 237 Preview & Responding Sections.</p> <hr/> <p>CC Standards:</p> <p>O.R: RF.3.3c Vocab: L.3.4a, L.3.5b, L.3.6</p>	<p>Deepen Comprehension: T238-39 Prac. P. 104 Decodable Reader-T 209 Preview & Responding Sections.</p> <p>Read Aloud/Listening Comprehension: "The Neighbors" TE: pgs. 202-03</p> <hr/> <p>CC Standards:</p> <p>R.A: RF.3.4b, SL.3.1c Vocab: L.3.4a, L.3.5b, L.3.6</p>	<p>Opening Routines-T242</p> <p>Daily High-Frequency Words &</p> <p>Daily Vocabulary Boost</p> <p>TE pg. 243</p> <p>Decodable Reader: T245- Preview & Responding</p> <hr/> <p>Vocabulary Strategies: T248-49 Proj. 8.10</p> <hr/> <p>CC Standards:</p> <p>D.B: L.3.5b, L.3.6 Vocab: L.3.4a, L.3.5b, L.3.6</p>	<p>Opening Routines: pgs. 252-53</p> <p>Proj. 8.2 T-Map *Leveled Prac-Grab & Go</p> <p>**See Skill Trace</p> <hr/> <p>CC Standards: R.L. 3.1 Vocab: L.3.4a, L.3.5b, L.3.6</p>	<p>Connect and Extend p. 254-55</p> <hr/> <p>CC Standards: Read: R.L.3.1, RL.3.4, RL.3.7,RL.3.10, RF.3.3c, SL.3.1a, L.3.3a</p>	<p>* Have students complete a weekly-to-do list. Keep it posted in the room.</p> <p>* Have students fill out Reading Log.</p> <p>*Teacher Reflection</p>

We all have something to share.

Lesson 9-Week 1 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	Opening Routines-T294 Daily High Frequency Words Daily Vocabulary Boost-T295 Words to Know: T298-99 <hr/> <i>CC Standards: O.R: RF.3.3c, L.3.5b Vocab: L.3.4a, L.3.5b, L.3.6</i>	Decodable Readers: Preview & Responding-T303 Read Aloud/Listening Comprehension: The Little Red Hen” TE: pgs. 296-97 <hr/> <i>CC Standards: R.A: RF.3.4b, SL.3.1c Vocab: L.3.4a, L.3.5b, L.3</i>	Daily Vocab Boost-TI19 Decodable Reader: T309- Preview & Responding Develop Background: T310-11 <hr/> <i>CC Standards: D.B: L.3.5b, L3.6 Vocab: L.3.4a, L.3.5b, L.3.6</i>	Vocabulary Review Introduce Comprehension TE: pgs. 312-13 Proj. 9.2 T-Map *Leveled Prac-Grab & Go **See Skill Trace ----- Small Groups <hr/> <i>CC Standards: RL. 3.1 Vocab: L.3.4a, L.3.5b, L.3.6</i>	Introduce the Main Selection T314- “Dr. Seuss- Blackline Master 9.3a/9.3b/ 9.3 c Your Turn-T322-23 <hr/> <i>Standards: Read: R.L.3.1, RL.3.4, RL.3.7, RL.3.10, RF.3.3c, SL.3.1a, L.3.3a</i>	* Have students complete a weekly-to-do list. Keep it posted in the room. * Have students fill out Reading Log. *Teacher Reflection * Listening Log

First Grade-Unit 2 Sharing Time We all have something to share.		Target Skill: Sequence of Events Target Strategy: Analyze/Evaluate Words to Know: trip, yank, twice, awake, wonder, try				
Lesson 9-Week 2 Reading	Monday	Tuesday	Wednesday	Thursday	Friday	Notes:
Whole Group/ Small Group-Use Leveled readers & Blackline masters.	<p>Opening Routines-T326</p> <p>Daily High-Frequency Words & Daily Vocabulary Boost TE pg. 327</p> <p>--</p> <p>Decodable Reader-T 331 Preview & Responding Sections</p> <hr/> <p>CC Standards:</p> <p>O.R: <i>RF.3.3c</i> <i>Vocab: L.3.4a, L.3.5b, L.3.6</i></p>	<p>Deepen Comprehension: TE: pgs. 332-33</p> <p>Prac. P. 118</p> <p>*Skills Trace</p> <hr/> <p>CC Standards: <i>SL.3.1a</i></p>	<p>Opening Routines-T336</p> <p>Daily High-Frequency Words & Daily Vocabulary Boost TE pg. 337</p> <p>Decodable Reader: T339 Preview & Responding</p> <p>Develop Background: T216-17</p> <hr/> <p>CC Standards: <i>D.B: L.3.5b, L.3.6</i> <i>Vocab: L.3.4a, L.3.5b, L.3.6</i></p>	<p>Vocabulary Strategies: T342-43</p> <p>Daily High-Frequency Words & Daily Vocabulary Boost TE pg. 347</p> <hr/> <p>CC Standards: <i>R.L. 3.1</i> <i>Vocab: L.3.4a, L.3.5b, L.3.6</i></p>	<p>Connect and Extend T348-49</p> <hr/> <p>CC Standards: <i>Read: R.L.3.1, RL.3.4, RL.3.7, RL.3.10, RF.3.3c, SL.3.1a, L.3.3a</i></p>	<p>* Have students complete a weekly-to-do list. Keep it posted in the room.</p> <p>* Have students fill out Reading Log.</p> <p>*Teacher Reflection</p>

Lesson 7-Week 1 Writing	Launch the Unit Continued	<p>Write to Describe: Introduce the Model: Response paragraph T117 Proj. 7.1 Guided Practice</p> <p>Writing Prompt:</p> <hr/> <p><i>CC Standards:</i> W.3.4, W.3.5, L.3.2e</p>	<p>Write to Describe: Focus Traits: Word Choice T137 Proj: 7.5 Prac. Book-p.87 p.88</p> <hr/> <p><i>CC Standards:</i> W.3.4, W.3.5, L.3.2e</p>	<p>Write to Describe: Prewriting T147 Proj. 7.9 Prac. Book- p.93</p> <p>Writing Prompt:</p> <hr/> <p><i>CC Standards:</i> W.3.4, W.3.5, L.3.2e</p>	Have students choose one of their writing prompts to practice revisions and editing
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Lesson 7-Week 2 Writing	<p>Write to Describe: Drafting T157 Proj. 7.11 Prac. P.94-95</p> <p>Guided Practice</p> <p>Writing Prompt:</p> <hr/> <p><i>CC Standards:</i> <i>W.3.4, W.3.5, L.3.2e</i></p>		<p>Write to Describe: Drafting T157 Proj. 7.11 Prac. P.94-95</p> <p>Guided Practice</p> <p>Writing Prompt:</p> <hr/> <p><i>CC Standards:</i> <i>W.3.4, W.3.5, L.3.2e</i></p>	<p>Write to Describe: Revising & Proofreading T164-65</p> <p>Writing Prompt:</p> <hr/> <p><i>CC Standards:</i> <i>W.3.4, W.3.5, L.3.2e</i></p>	Have students choose one of their writing prompts to practice revisions and editing
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Lesson 8-Week 1 Writing	Write to Describe: Introduce the Model Proj 8.1 T211 .	Write to describe: Focus Trait: Word Choice T231 Proj. 8.5 Prac p. 101-02 Writing Prompt: <u>CC Standards:</u> W.3.4, W.3.5, L.3			Write to Describe: Prewriting T241 Proj. 8.9 Pract. P. 107 Writing Prompt: <u>CC Standards:</u> W.3.4, W.3.5, L.3.	Have students choose one of their writing prompts to practice revisions and editing * Vocabulary Readers
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Lesson 8-Week 2 Writing	<p>Write to Describe: Drafting TE: pg. 251 Writing Traits Checklist Proj. 8.11 Pract. 108-109</p> <p><u>CC Standards:</u> W.3.4, W.3.5, L.</p>	<p>Write to Describe: Drafting TE: pg. 251 Writing Traits Checklist Proj. 8.11 Pract. 108-109</p> <p><u>CC Standards:</u> W.3.4, W.3.5, L.</p>		<p>Write to Describe: Revise/Proofreading TE: pg. 258-59 Proj. 8.12</p> <p><u>CC Standards:</u> W.3.4, W.3.5, L.3</p>	<p>Write to Describe: Revise/Proofreading TE: pg. 258-59 Proj. 8.12</p> <p><u>CC Standards:</u> W.3.4, W.3.5, L.3.</p>	<p>Have students choose one of their writing prompts to practice revisions and editing</p>
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Lesson 9-Week 1 Writing	Write to Describe: Introduce the Model Proj 9.1 T305	Write to describe: Focus Trait: Ideas T325 Proj. 9.5 Prac p. 115-16 Writing Prompt:		Write to Describe: Prewriting T241 Proj. 8.9 Pract. P. 107 Writing Prompt: <u>CC Standards:</u> W.3.4, W.3.5, L.3.	Have students choose one of their writing prompts to practice revisions and editing * Vocabulary Readers
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Lesson 9-Week 2 Writing	<p>Write to Describe: Prewriting TE: pg. 335 Pract. 120</p> <p><u>CC Standards:</u> W.3.4, W.3.5, L.</p>	<p>Write to Describe: Drafting TE: pg. 345 Writing Traits Checklist Proj. 9.10 Pract. 121-122</p> <p><u>CC Standards:</u> W.3.4, W.3.5, L.</p>	<p>Write to Describe: Revising/Proofreading TE: pg. 352-53 Proj. 8.12</p> <p><u>CC Standards:</u> W.3.4, W.3.5, L.3</p>	<p>Write to Describe: Revising/Proofreading TE: pg. 352-53 Proj. 8.12</p> <p><u>CC Standards:</u> W.3.4, W.3.5, L.3</p>	<p>Have students choose one of their writing prompts to practice revisions and editing</p>
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Home Letter

**How Animals
Communicate**
Home Letter

Dear Family,

This week we'll ask, "How do animals communicate?" The informational text **How Animals Communicate** explains how creatures such as elephants, rattlesnakes, and bees use their senses to give and get information. We'll also read the informational text **Insect Messages** and learn how mosquitoes, honeybees, ants, and fireflies share information.

This week's...

Words to Know: animal, how, make, of, some, why

Phonics Skills: Review short *i*; clusters with *r*; phonogram *-ip*

Vocabulary Strategy: Using a glossary

Comprehension Skill: Details—tell important details about a topic

Comprehension Strategy: Infer/predict—use clues in the story to figure out important ideas

Writing Focus: Write to describe—poetry

Activities to Do Together

Vocabulary

Ask your child to choose an animal, and then think of questions about the animal using this week's **Words to Know**. Together, look for answers to your child's questions.

Animal Talk

With your child, observe an animal. It could be a family pet, an insect in your yard, or a bird in a nearby tree. Talk about the ways the animal uses its senses to communicate.

Guide Book

After observing an animal and the ways it communicates, ask your child to write a short field-guide description of the animal.



Go to the *Student eBook* to read and listen to this week's selection.

Home Letter

A Musical Day
Home Letter

Dear Family,

This week we'll think about the question "Why is the order of story events important?" In the realistic fiction story **A Musical Day**, we'll meet a brother and sister whose aunt teaches them about different kinds of music. We'll also learn about a drum maker in the informational text **Drums**.

This week's...

Words to Know: her, now, our, she, today, would

Phonics Skills: Review short *o*, clusters with *l*, phonogram *-ock*

Vocabulary Strategy: Classification/categorization of words—time

Comprehension Skill: Sequence of events—tell the order in which things happen

Comprehension Strategy: Analyze/evaluate—tell how you feel about the text and why

Writing Focus: Write to describe—thank-you note

Activities to Do Together

Vocabulary

Take turns using this week's **Words to Know** to describe something that happened in your home today.

Music Makers

Talk about the different types of music that members of your family enjoy. Together, make up a song about the people in your family and their musical tastes!

With Thanks

Ask your child to tell about something a family member has taught him or her. Have your child write a thank-you note to that person, and then put it in an envelope and mail it together.



Go to the *Student eBook* to read and listen to this week's selection.

Home Letter

Dr. Seuss
Home Letter

Dear Family,

This week we'll ask, "How do words and pictures help tell a story?" We'll learn about one of the most famous children's authors in the biography **Dr. Seuss**. Then we'll share some of his silly rhymes by reading **Two Poems from Dr. Seuss**.

This week's...

Words to Know: after, draw, pictures, read, was, write

Phonics Skills: Review short *e*, two- and three-letter clusters with *s*

Vocabulary Strategy: Antonyms

Comprehension Skill: Text and graphic features—tell how words work with photos

Comprehension Strategy: Question—ask questions about what you are reading

Writing Focus: Write to describe—description (Writing Workshop)

Activities to Do Together

Vocabulary

With your child, make up some silly rhyming phrases using the **Words to Know**. Then have your child repeat the phrases quickly as tongue twisters.

Express Yourself

Talk about things you or your child do well, such as making music or cooking a meal for the family. Is there something you both do well? Discuss how you can do it together.

A Great Poem

Ask your child to focus on something that he or she likes to do. Then ask your child to write a poem that describes what it is and the way he or she feels about doing it.



Go to the *Student eBook* to read and listen to this week's selection.

Name _____

Weekly To-Do List

Put an X in each box when you finish the activity.

<h2 style="margin: 0;">Must Do</h2>	<h2 style="margin: 0;">May Do</h2>
<input type="checkbox"/> Practice pages <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	<input type="checkbox"/> Reading Log
<input type="checkbox"/> Comprehension and Fluency Work Station	<input type="checkbox"/> Vocabulary in Context Cards
<input type="checkbox"/> Word Study Work Station	<input type="checkbox"/> Spelling
<input type="checkbox"/> Think and Write Work Station	<input type="checkbox"/> Writing
<input type="checkbox"/> Read	<input type="checkbox"/> Other _____ <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>
<input type="checkbox"/> Other _____ <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	

I read . . .

<input type="checkbox"/> Monday	
<input type="checkbox"/> Tuesday	
<input type="checkbox"/> Wednesday	
<input type="checkbox"/> Thursday	
<input type="checkbox"/> Friday	

Name _____ Date _____

Reading Log

Title _____

Write a sentence about something you read.

Would you tell a friend to read this story? Why or why not?

Name _____ Date _____

Listening Log

Title _____

What was your favorite part?

Write a question about what you heard.

Name _____ Date _____

My Writing Rubric



Check the boxes that tell about your writing.

Superstar	Rising Star
<input type="checkbox"/> All my sentences tell about my topic.	<input type="checkbox"/> My sentences should give more details about my topic.
<input type="checkbox"/> My ideas are clear and organized.	<input type="checkbox"/> I need to organize my ideas better.
<input type="checkbox"/> My writing sounds like how I think and talk.	<input type="checkbox"/> I need to make my writing sound more like me.
<input type="checkbox"/> I use different kinds of words to tell about my topic.	<input type="checkbox"/> I need to use more words that describe.
<input type="checkbox"/> I use different kinds of sentences. My sentences are complete.	<input type="checkbox"/> I need to write different kinds of sentences. I need to fix sentences that are not complete.
<input type="checkbox"/> My writing has few mistakes.	<input type="checkbox"/> I need to fix mistakes.



What did you learn about writing?

I learned _____.

Name _____ Date _____

Story Map: _____**Title** _____

Setting	Characters								
<table><thead><tr><th colspan="2">Plot</th></tr></thead><tbody><tr><td>Beginning</td><td></td></tr><tr><td>Middle</td><td></td></tr><tr><td>End</td><td></td></tr></tbody></table>		Plot		Beginning		Middle		End	
Plot									
Beginning									
Middle									
End									

Name _____ Date _____

T-Map: _____

Title or Topic _____

Name _____ Date _____

Idea-Support Map: _____

Title or Topic _____

The diagram consists of a central vertical line. To the right of this line are three large, empty rectangular boxes stacked vertically. From the left side of each of these three boxes, a horizontal arrow points towards the central vertical line. The top box is the largest, and the two boxes below it are of equal size.

Name _____ Date _____

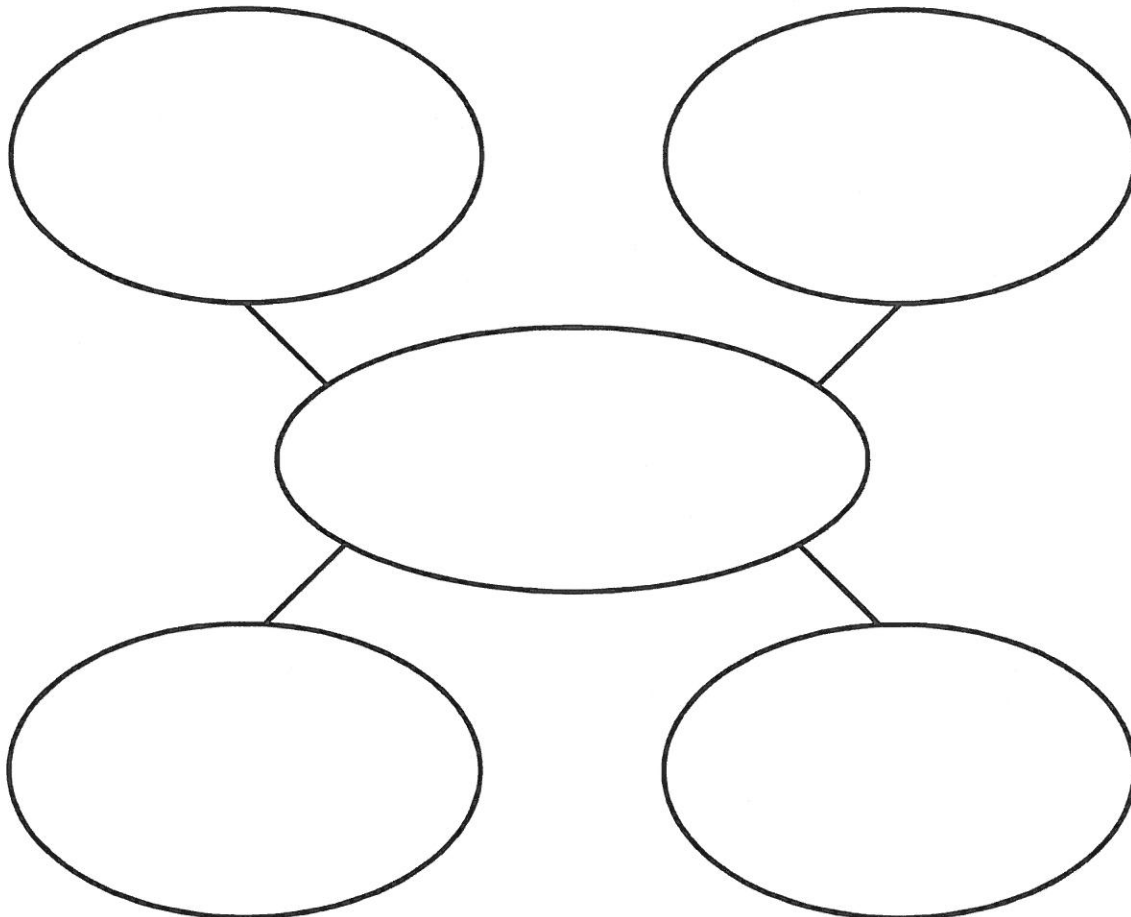
Column Chart: _____

Title or Topic _____

Name _____ Date _____

Web: _____

Title or Topic _____



Name _____ Date _____

Flow Chart: _____

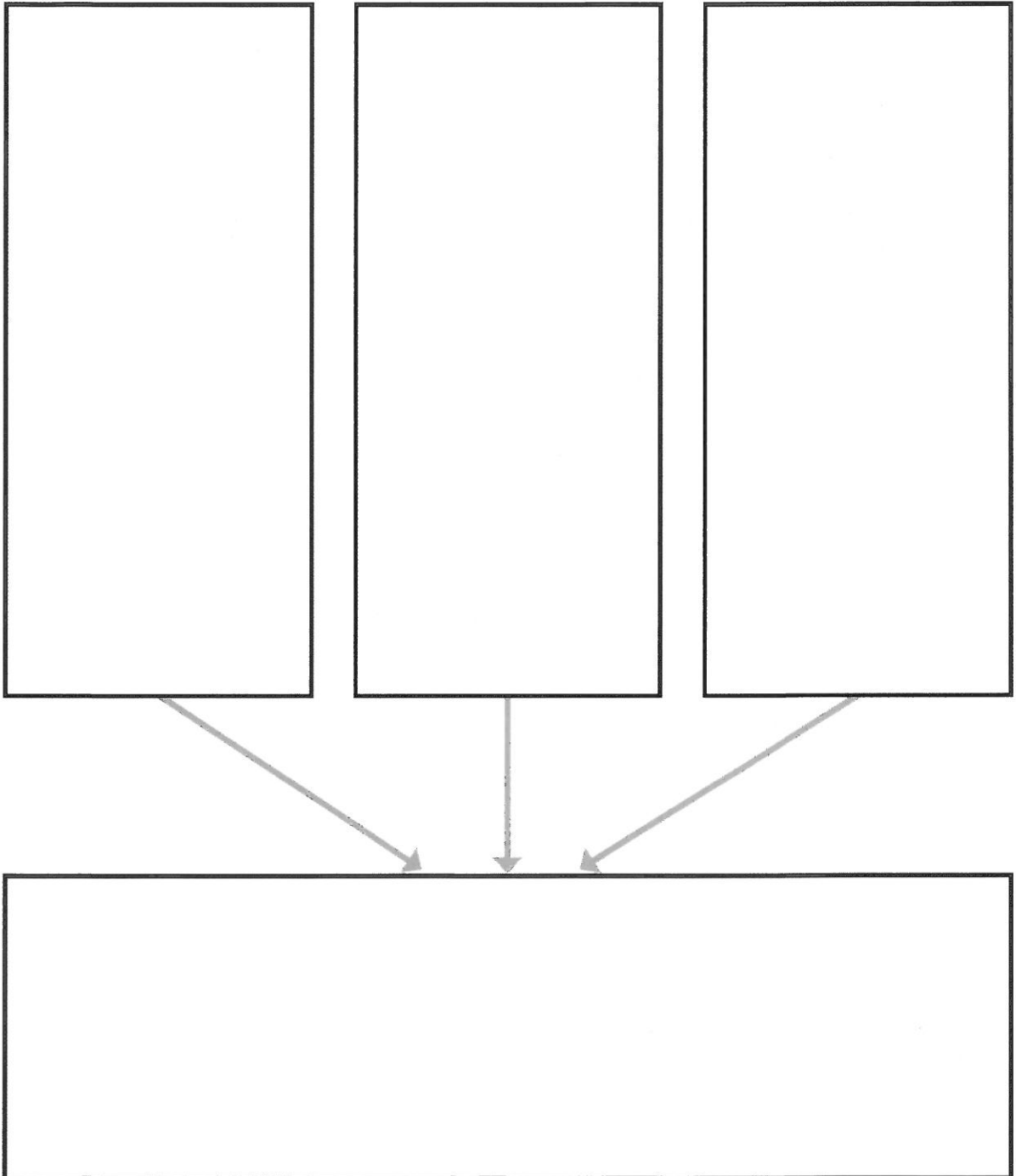
Title or Topic _____



Name _____ Date _____

Inference Map: _____

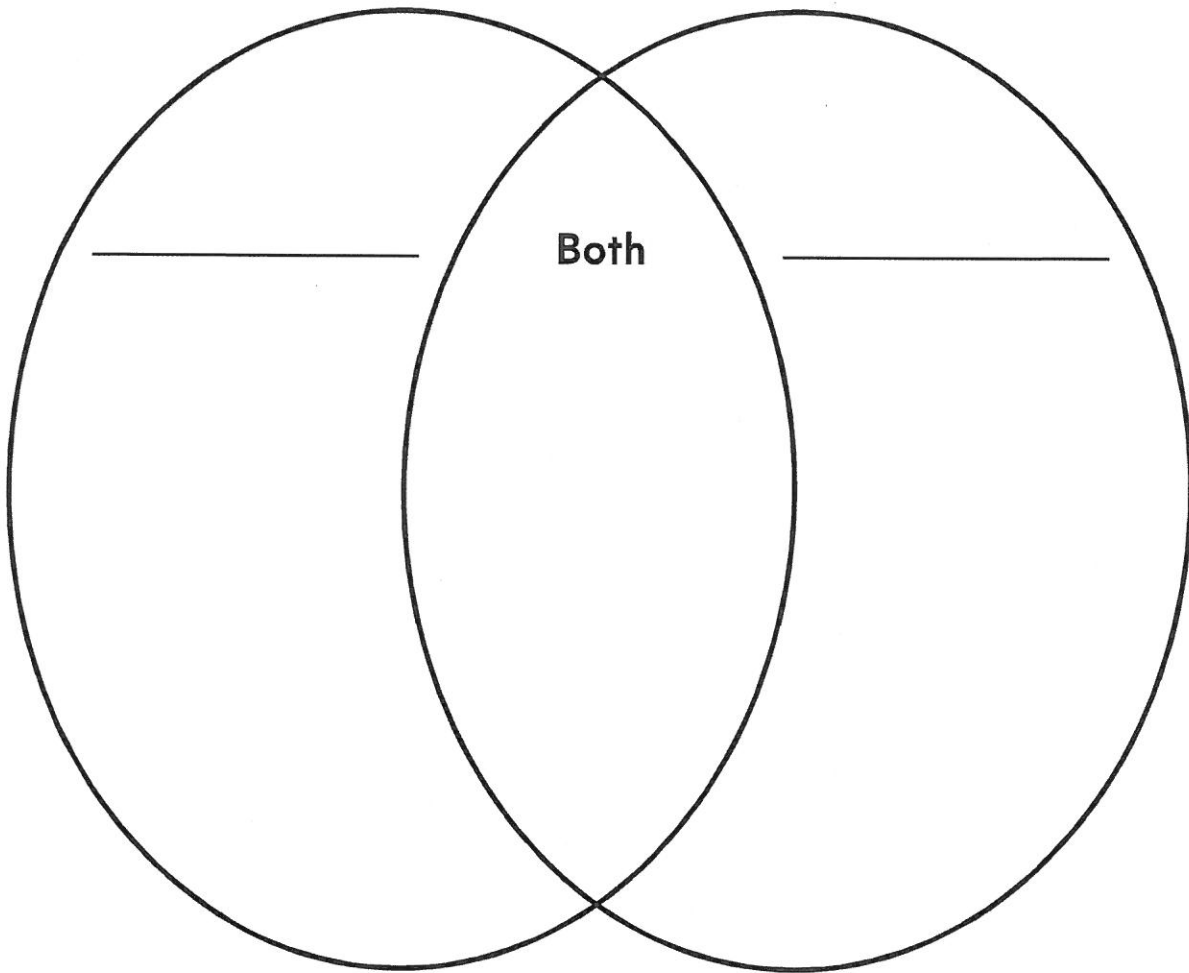
Title or Topic _____



Name _____ Date _____

Venn Diagram: _____

Title or Topic _____



My Journey Home

Family Connection

This week your child is reading the selection *How Animals Communicate* and learning how animals touch, hear, see, and smell as they “talk” to each other.

DAY
1

Grab and Growl Write these words on pieces of paper and put them in a bag: *bag, dill, dip, get, pill, sick, sip, tack, tip, tuck*. With your child, take turns grabbing and reading a word. Then, if you can, add the letter *r* to make a new word. Give a little growl as you say the new word! Then write and read the new word together.

CHALLENGE

Ask your child to change the word *owl* into *growl* and *prowl*; *own* into *grown*; and *ill* into *drill, frill, grill, and trill*. Talk about each word’s meaning.

DAY
2

Smell and Tell Is a person’s sense of smell as good as an animal’s? People sometimes know what food is cooking, for example, by the smells in the air. Create a sniff test with your child, using objects with strong, distinctive scents such as lemons, onions, or bananas. Take turns wearing a blindfold and identifying each object. Who has the better sense of smell, you or your child?

DAY
3

Quick as a Wink Write the words *animal, away, call, come, every, hear, how, make, of, said, some, and why* on separate pieces of paper. Put the words facedown in a pile. Take turns choosing a word, covering it, and then quickly uncovering it for the other person to read. Try to read the words more quickly each time you play: “quick as a wink, no time to think.”

One Cat's Special Ways

Read this story together.

Ask: What does Mick do to show what she wants and needs?

Mick the Cat

Mick is an office cat. She tells us many things. Mick rips paper so we will look at her. She runs to her food dish. She puts her paw out to be fed.

Mick purrs when Liz pets her.

Mick rubs her head on my head.

She runs when she wants to play. Mick can catch a ball in her paws. We have lots of fun with Mick!



Mick has striped fur and green eyes.

CHALLENGE

Together, write a short story about a pet you and your child know. Tell how this pet shows what it needs and wants.

Talk Like the Animals Explore communicating in the different ways that animals do, such as “talking” through touch, hearing, sight, and smell. Use details your child has learned about animals this week.



Book Links

- *How Do Animals Use Their Voices and Sound?* by Lynn M. Stone
- *A Pair of Polar Bears*, by Joanne Ryder **CHALLENGE**



Internet Challenge Use the library or the Internet to research one or two animals that have learned to communicate directly with people, such as parrots or apes.

My Journey Home Family Connection

Your child is reading *A Musical Day*, about four children who learn to make musical instruments (and music!) from Aunt Viv.

DAY
1

Photo Find With your child, look for photos of orchestras, bands, and other musicians playing music or singing. Take turns asking each other questions and describing what you see. As you talk, encourage your child to use these words: *her, now, our, she, today, would*. Write the words on pieces of paper for your child to read as well.

DAY
2

Musical Letters Play a game of musical moving letters together. Take turns changing one word into another by replacing one letter at a time, such as *clam* to *slam* to *slim*. Use the word pairs below; these can all be completed in one or two steps.

black to clock **crock to track** **clap to slip** **drip to trap** **clip to slap**
trick to brick **tack to pick** **block to click** **slip to flap** **flop to slip**

Tip!

If your child gets stuck, try replacing a vowel with another vowel or trying each letter of the alphabet one by one.

DAY
3

Tell Me How to . . . Ask your child to teach you something he or she knows how to do, such as make a favorite sandwich, draw a picture, or take care of a pet. As your child explains, write or follow the directions. Help your child teach the steps in order by asking what you should do first, next, and last.

CHALLENGE

Ask your child to publish his or her how-to instructions by writing and/or drawing the steps and sharing them with another family member.

Music in Words Read this special poem with your child. Talk about how each line begins with a letter from the word *music*.

In the story **A Musical Day**, four children and their Aunt Viv form a band to make music. They made up a poem about music, too.

Music

Marvelous mountains of sound
Up to the sky, soaring high
Sing and play, every day
Into the air, into your heart,
Climbing, moving, mountains of sound.



Now they can make up music for their poem!



Read the poem several times. Listen together for rhyming and repeated words.

See the Music Reread "Music" together. Talk about what the poem makes you and your child think and feel. Together, draw a picture or find a photo that shows how the poem, or music in general, makes you feel.



Book Links

- *Let's Make Music*, by Deborah Lock
- *Chuck's Band*, by Peggy Perry Andersen **CHALLENGE**



Internet Challenge Use the library or the Internet to research different musical instruments that you and your child are interested in.

My Journey Home Family Connection

Your child is reading *Dr. Seuss*, a biography of the author of such classic stories as *The Cat in the Hat* and *Horton Hears a Who*.

DAY
1

Clusters Hunt With your child, look through magazines, books, or newspapers for words that begin with letter s clusters, such as *sl*, *st*, or *str* in words like *slip*, *stop*, and *street*. Help your child read each word. Look on bulletin boards at the grocery store, gas station, or library as you do your daily errands together, too.

DAY
2

Sculpture Scenes Together, create one or two simple sculptures of your child's favorite authors or story characters. Use clay, cardboard boxes, or other materials. Help your child write a short description that tells about the sculptures, using some of these words: *after*, *draw*, *pictures*, *read*, *was*, *write*. Read the description together, asking your child to read the words they know.

CHALLENGE

Go to the library or use the Internet to find out about memorial parks with sculptures like the park for Dr. Seuss.

DAY
3

Would This Book Be Funny? What makes book titles such as *The Cat in the Hat* or *Horton Hears a Who* fun? With your child, listen for the rhymes (*cat*, *hat*) and repeated beginning sounds in each title. Then have some fun making up funny titles for books that your child would like to read (or write!). Try the titles out on others and see if they agree.

Tip!

To get started, work together to list rhyming words and words with the same beginning sound. Then play with the words to create titles.

Silly Story Fun Read this announcement with your child.

Ask: Which Dr. Seuss books would you bring to the Read Aloud?

A Dr. Seuss Read Aloud

Where: Town Library

When: Sunday, May 10

Time: 1:00 p.m. to 3:00 p.m.

Come and have some silly story fun!

We will read many Dr. Seuss books.

Bring a list of the ones you want to hear.

Dress up as a funny Dr. Seuss animal, too!

We will be glad to see you.



CHALLENGE

Have your child create an announcement for a special event he or she is looking forward to.

Bulletin Board Business With your child, take a look at bulletin boards in stores, libraries, or on neighborhood kiosks. Ask: How can we tell what this poster is about? What do you see that helps you understand it? Talk about the different headlines, photos, labels, and any other features on each posting.



Book Links

- *Ruby Paints a Picture*, by Susan Hill
- *Charles M. Schulz*, by Cheryl Carson **CHALLENGE**



Internet Challenge Use the library or the Internet to find more biographies of Dr. Seuss or to look for biographies about another person you and your child want to know more about.

My Journey Home

Family Connection

This week your child is reading about Fritz the chipmunk, who invites his friends to *A Cupcake Party*.

DAY
1

Which Friend Is This? Take turns giving each other clues to guess a friend you are thinking of. Use clues such as “My friend’s name starts with *L*” or “I eat lunch with this friend.” Tell how you might you draw them, too. As you play, write the name and one sentence about each friend, using some of these words: *eat, give, one, put, small, take*. Ask your child to read the words he or she knows.

DAY
2

Why Is It Called . . . ? Ask: What do we call a cake in a cup? A cupcake! Talk with your child about how the word *cupcake* is two words put together to make one word. Work together to think of other words like this. Then take turns using the two words to say what the word means. For example: “A *toothbrush* is a brush to clean a tooth.” Here are some examples: *pancake, bedroom, sandbox, doorway, dishwasher, handshake, homework, popcorn, playground, waterfall*.

CHALLENGE

Help your child do the same activity with the words *breakfast* and *sunshine*.

DAY
3

Remember That Party? Talk with your child about a party you both enjoyed together. Ask each other questions about who came to the party, where it was, the games you played, and the food you ate. Tell what you each liked best about the party and why.


Tip!

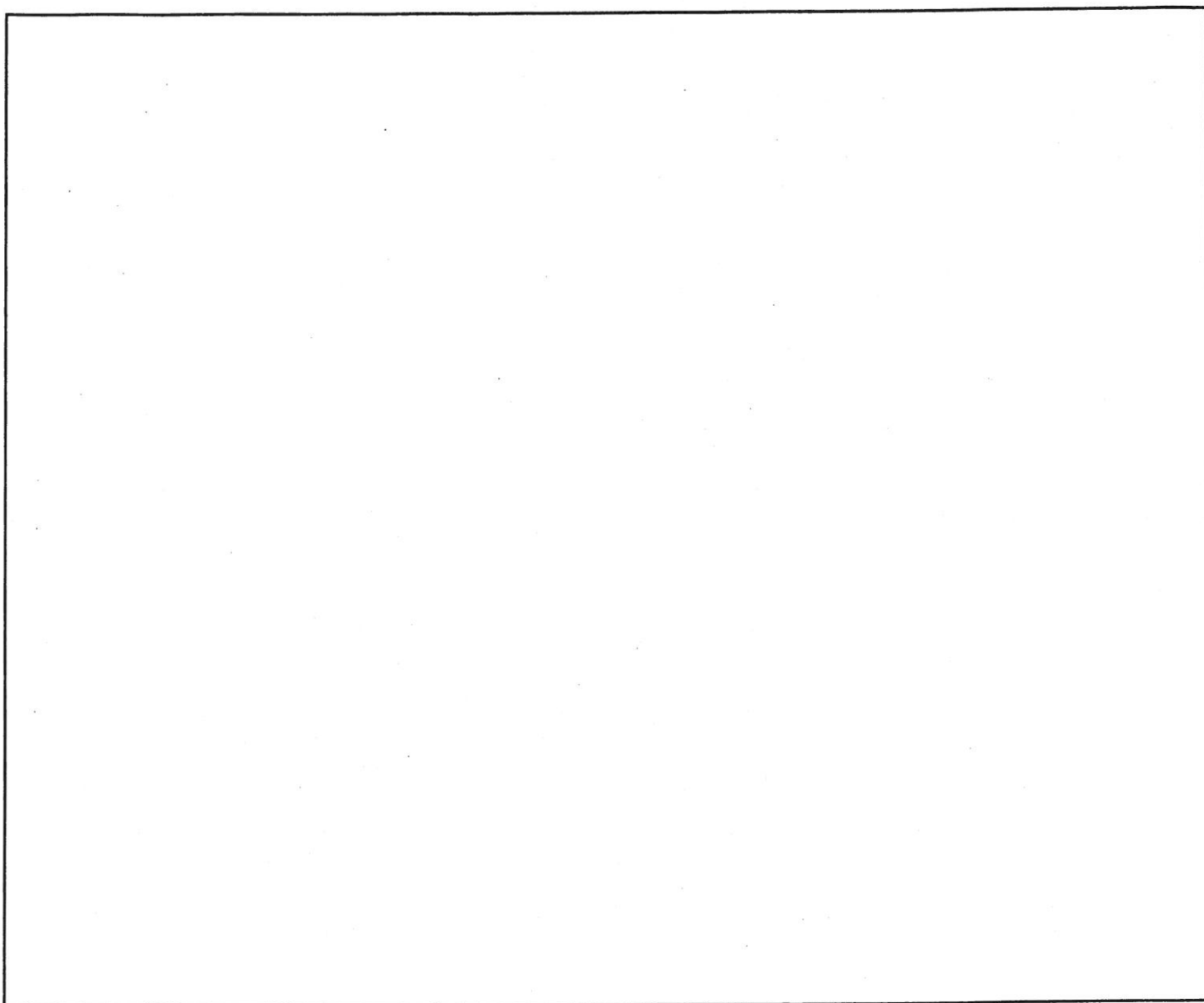
Talk about the party as if you both were enjoying it again, in the same order that the party happened the first time.

Instructional Routine 15:

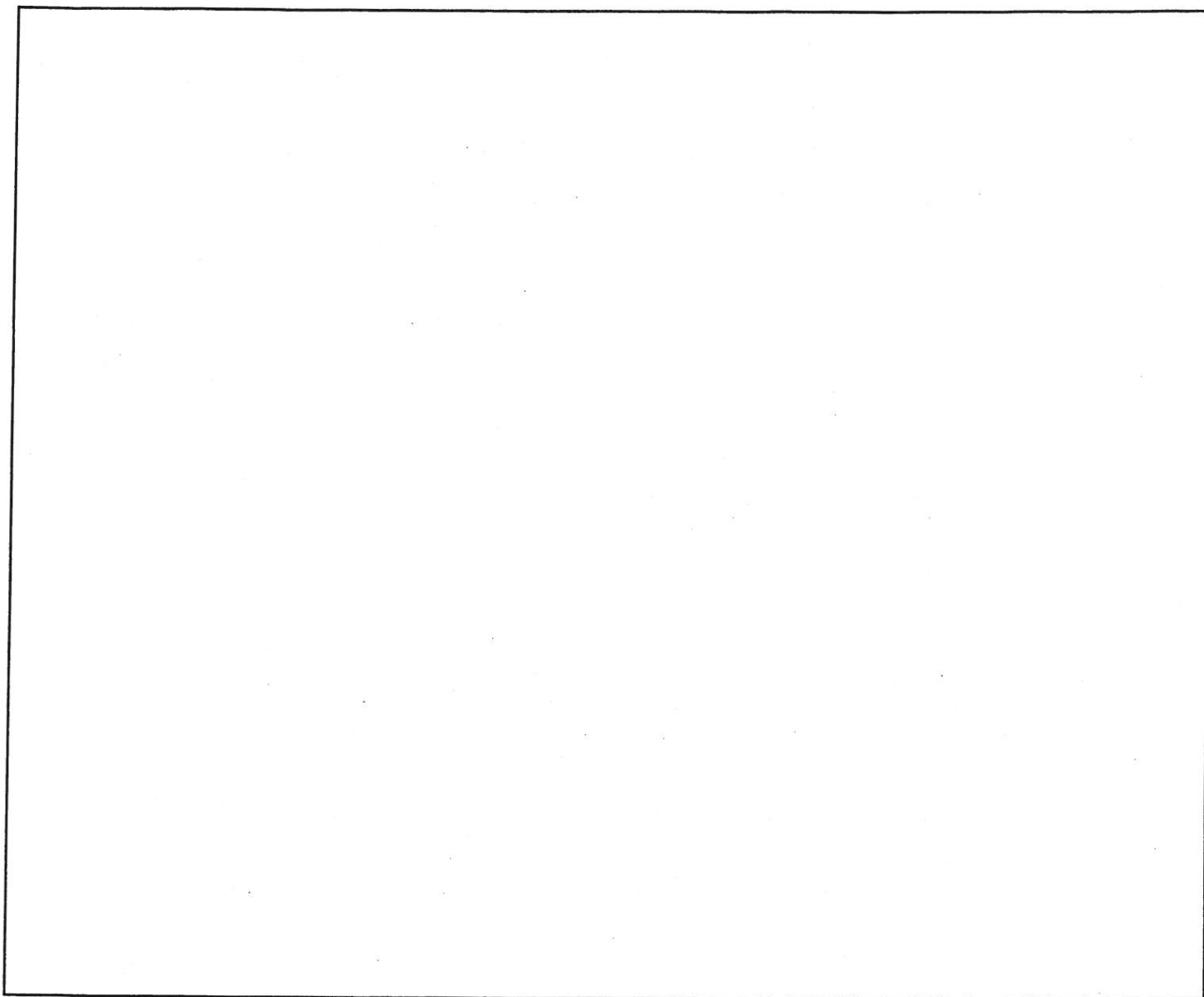
Vocabulary in Context Cards

Purpose: Use this routine to help children deepen their understanding of vocabulary words.

1	<ul style="list-style-type: none"> Display the Vocabulary in Context Card and read aloud the word. Have children repeat the word. 	<p>This word is he. What's the word? he</p> 
2	<ul style="list-style-type: none"> Discuss the phonics and structural cues, including sound/spelling patterns. 	<p>There are two sounds in he: /h/ /e/. There are two letters in he: h-e How do you spell he? h-e</p>
3	<ul style="list-style-type: none"> Read aloud the explanation under <i>What Does It Mean?</i> on the back of the card. 	<p>He is a word for a boy that is used instead of his name.</p>
4	<ul style="list-style-type: none"> Read aloud the sentence on the front of the card. 	<p>Let's read the sentence on the card: He walked across the street with his friends.</p>
5	<ul style="list-style-type: none"> Use the picture and the sentence together to help children understand the word. 	<p>Which of these children in the picture is the sentence about? Does the word help you? <i>It was one of the boys. The word helps me know that the sentence is about a boy, but I don't know which boy.</i></p>
6	<ul style="list-style-type: none"> Point out any Spanish cognates. 	
7	<ul style="list-style-type: none"> Read aloud the sentences under <i>How Do I Use It?</i> on the back of the card. 	<p>He is a good friend. Is he someone you would like to play with?</p>
8	<ul style="list-style-type: none"> Have children use the word in sentences. 	<p>Now use he in a sentence. Possible response: <i>He likes to eat spaghetti.</i></p>
9	<ul style="list-style-type: none"> Help children, as necessary, as they begin working on the <i>Talk It Over</i> activity on the back of the card. 	
10	<ul style="list-style-type: none"> Have children complete the activities for all of the lesson's cards during the week. 	



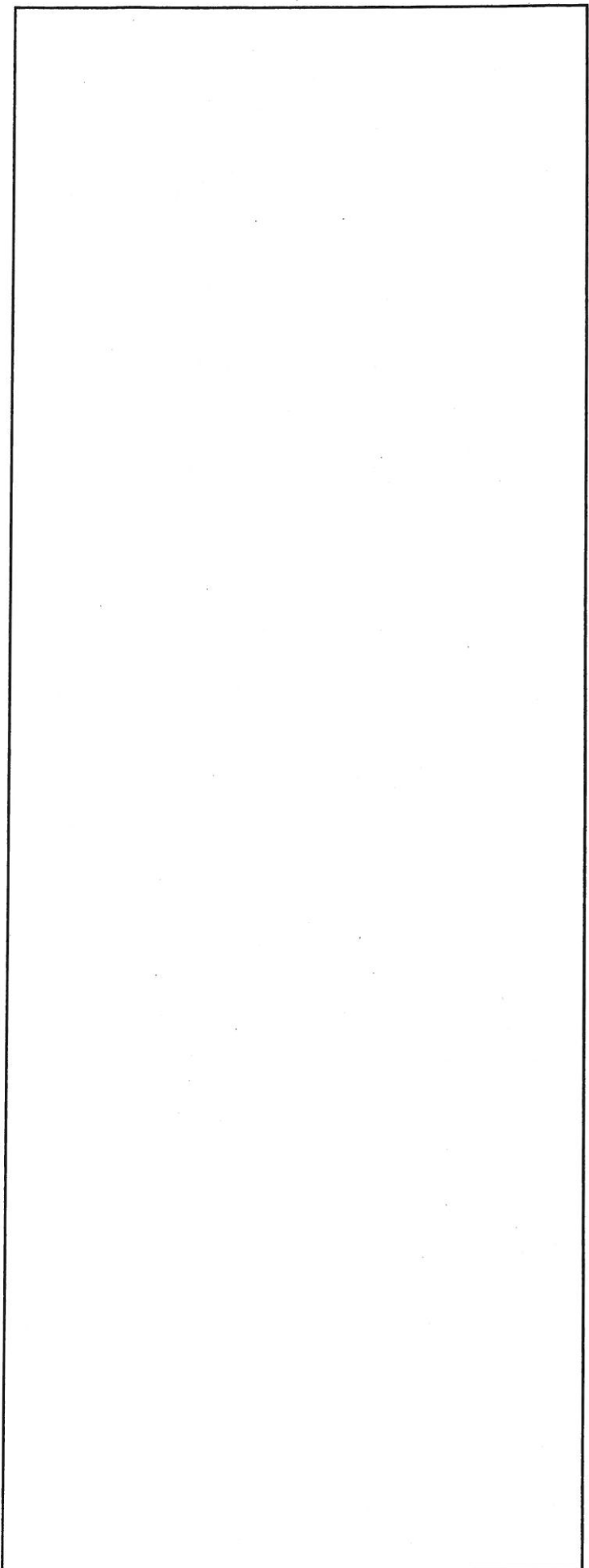




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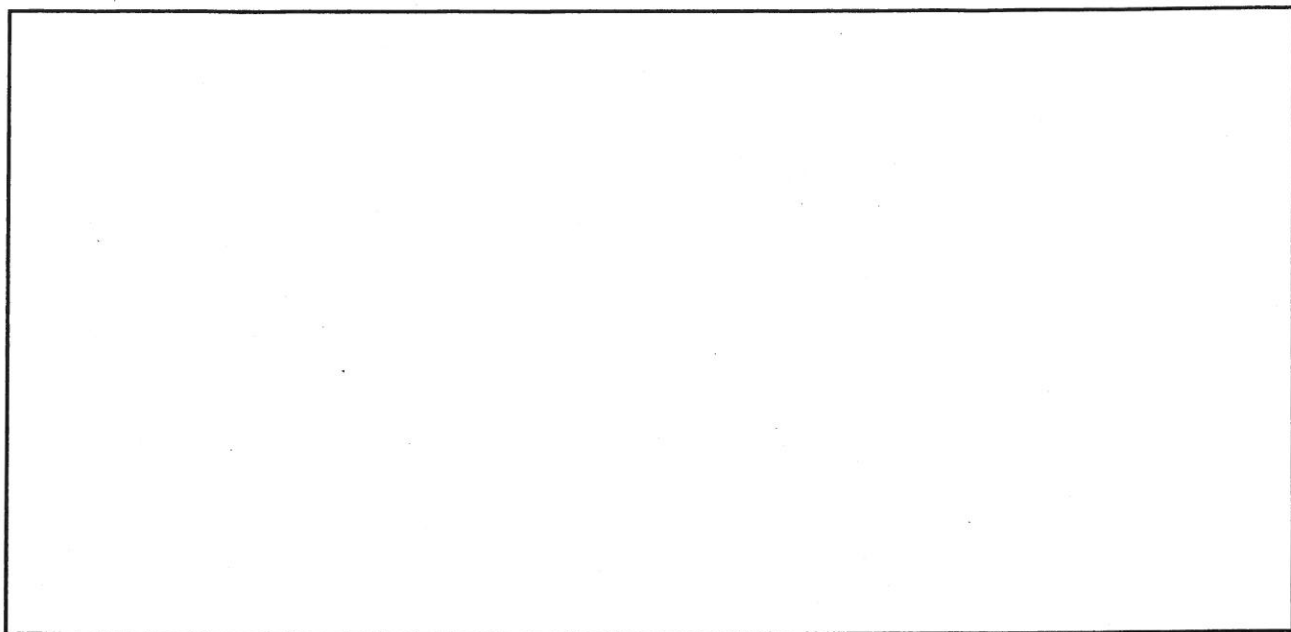


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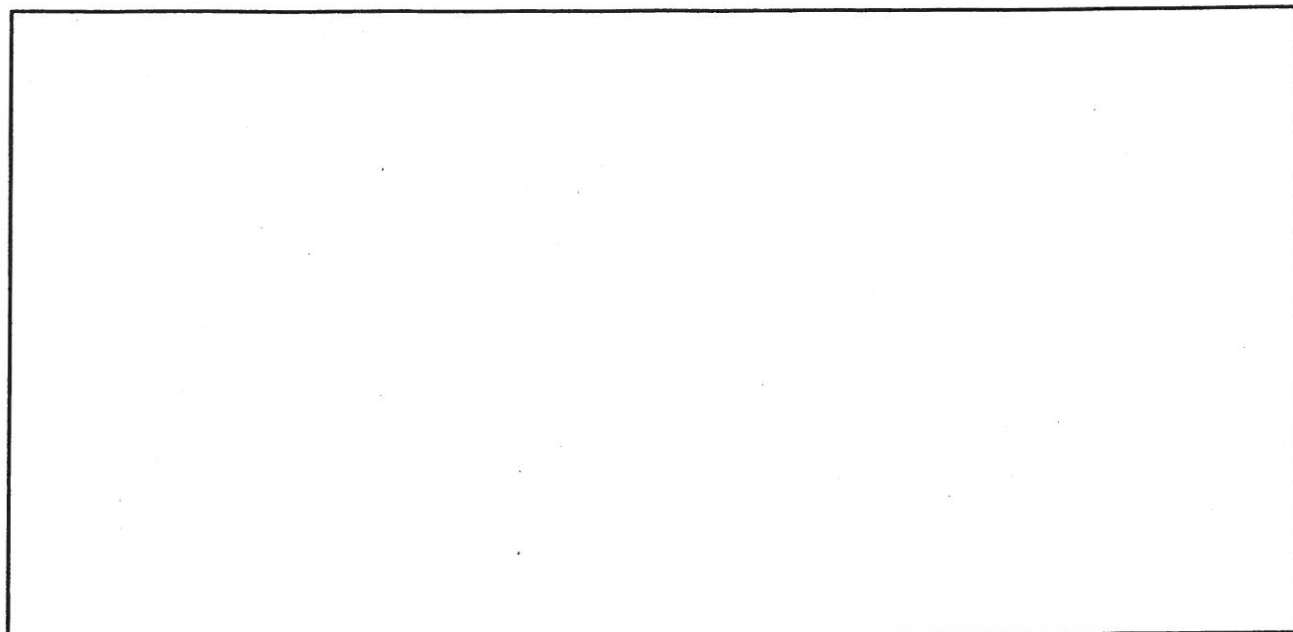
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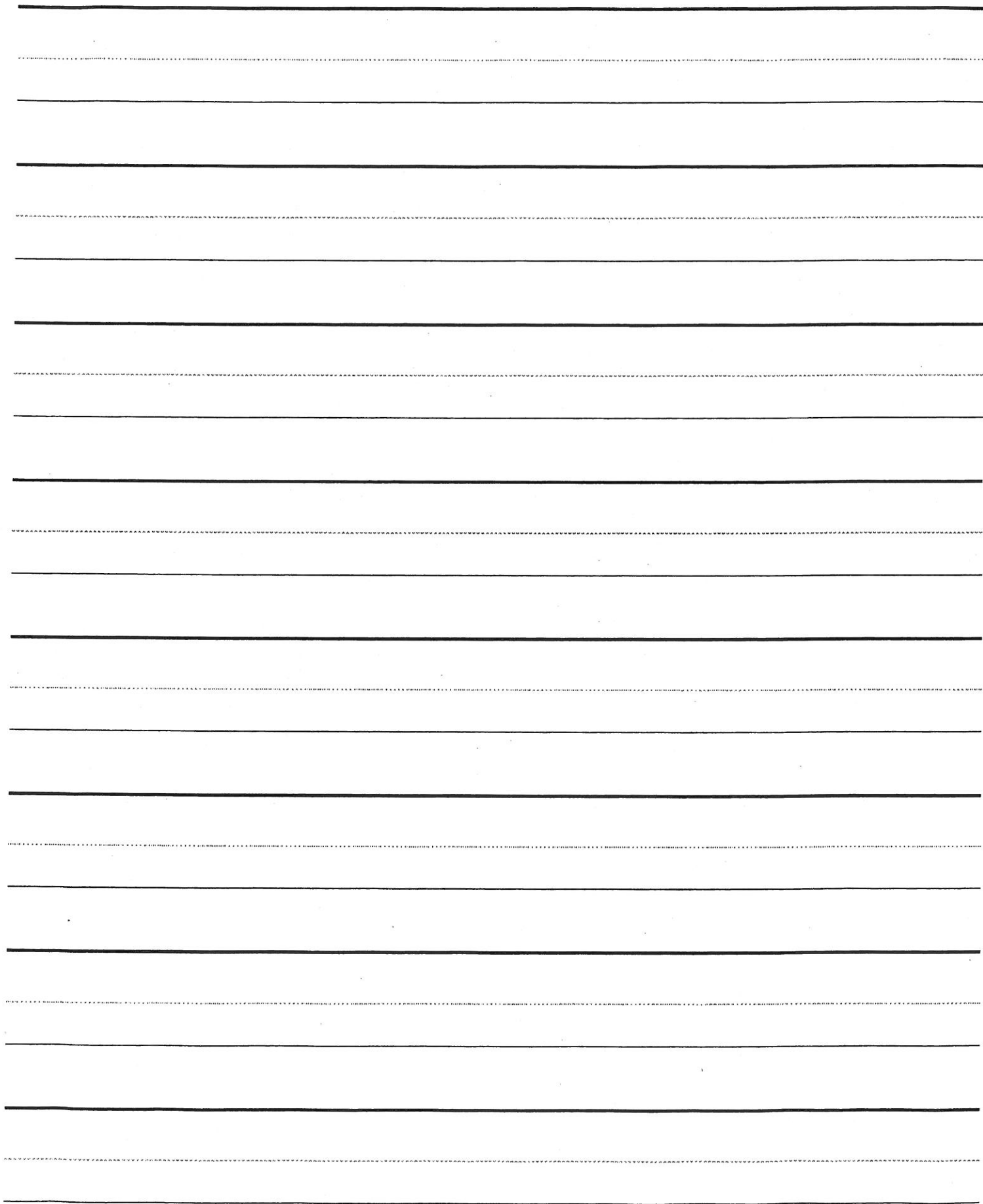
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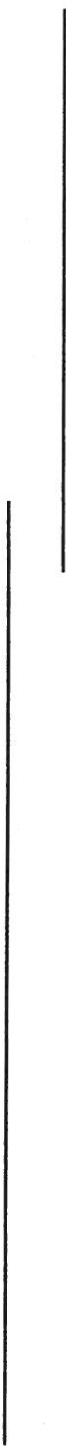
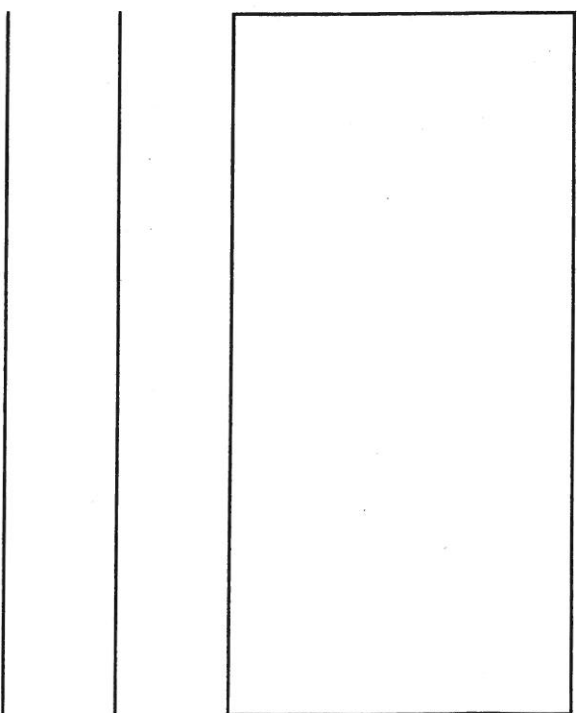
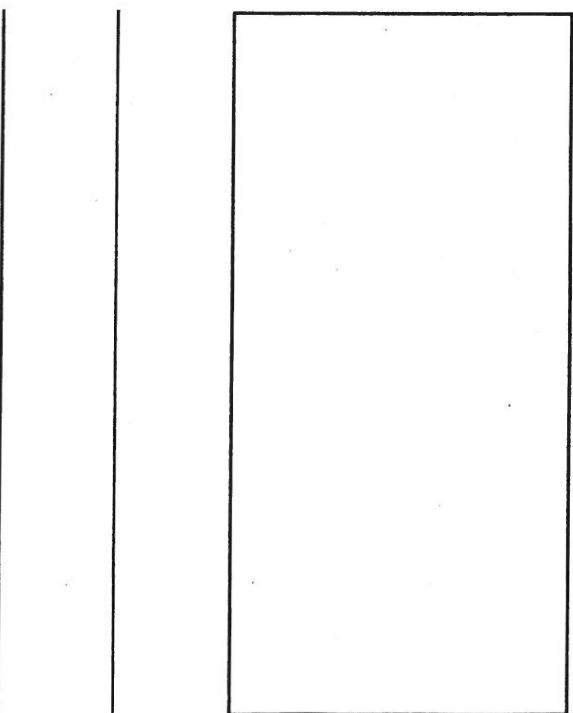
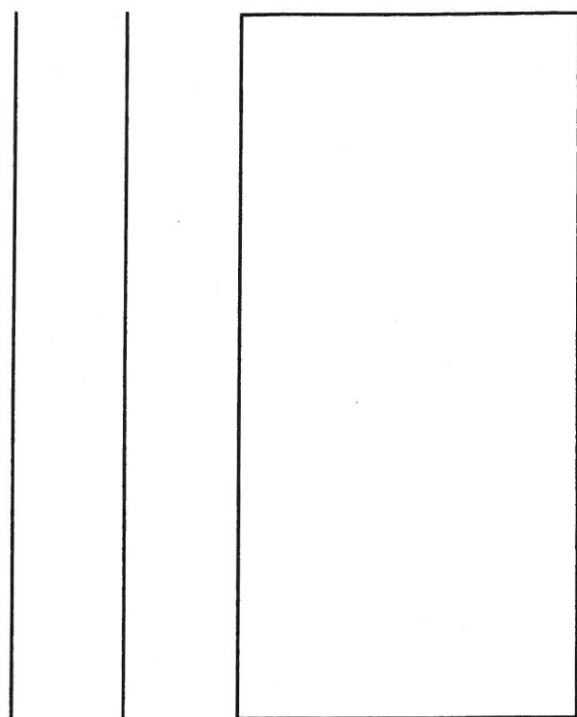
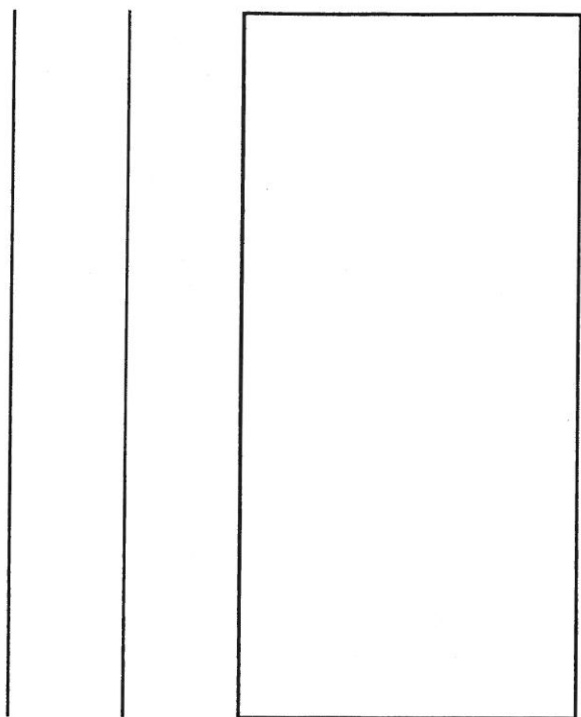


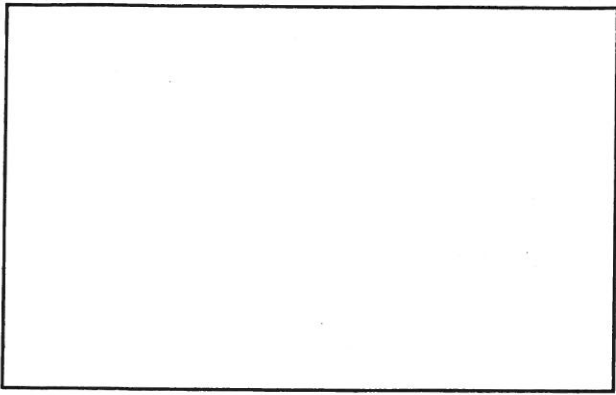
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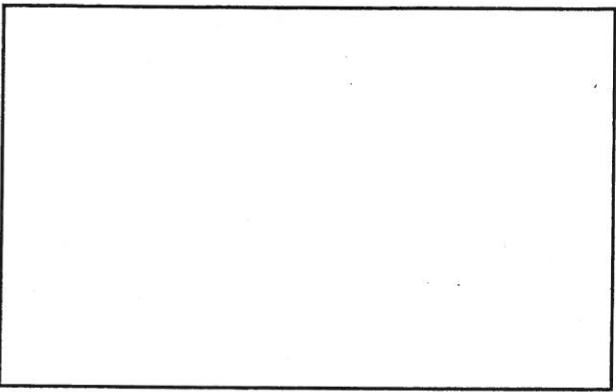




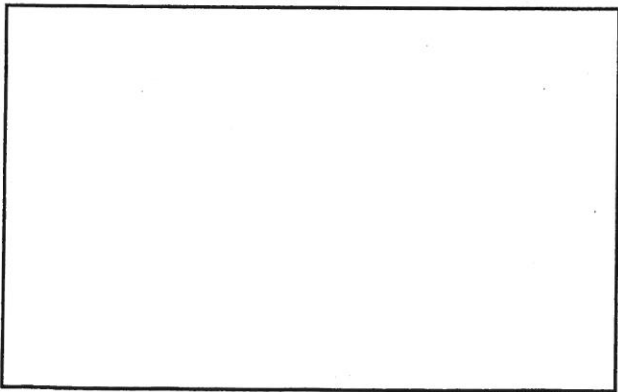




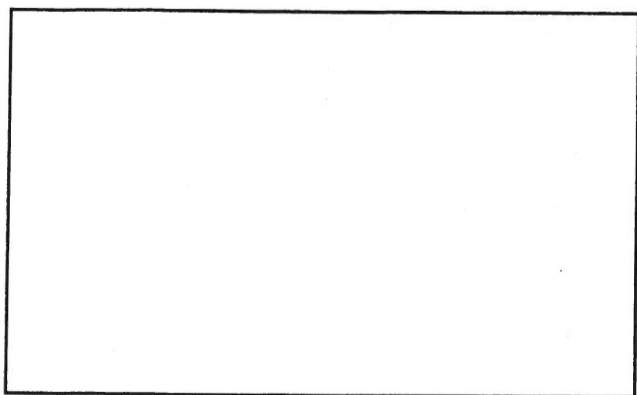
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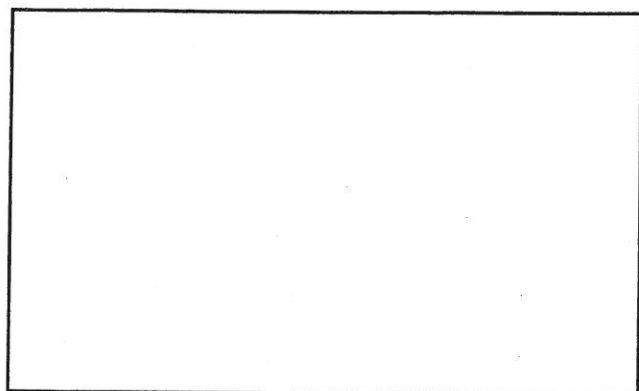
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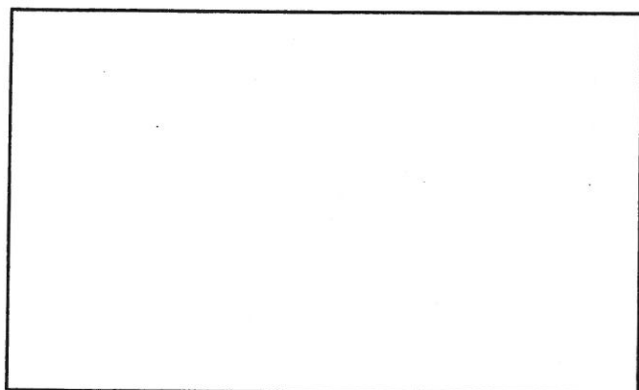
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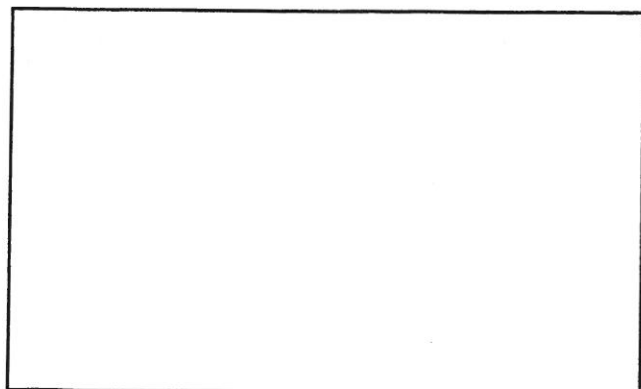
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